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enabled parents to take their children to the seashore or mountains. All the summer schools of the city had a similar decrease in attendance, due to the same cause.

"The eight principal schools now operated as all-year schools are divided into two distinct types—three of the regular all-year type, and five (including the junior high school) of the all-year alternating type." [Pages 585 and 586.]

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*Psychology.*—Professor Strong has followed closely the example of Professor Thorndike and has prepared a text on psychology<sup>1</sup> which emphasizes the statistical study of individual differences, the grading of students, and the tabulation and graphing of the results of learning under various conditions. There is a section toward the end of the book on the nervous system, and there are paragraphs devoted to the definition and discussion of the ordinary psychological terms such as attitude, feeling, habit, space perception, and so on.

The psychological methods other than the statistical method which are illustrated are experimentation and introspection. The student is encouraged to deal with many of his own experiences.

The book does not attempt any analysis of the mental processes of pupils who are pursuing the ordinary school subjects. The aim is rather to introduce the teacher-in-training to methods of dealing with the results of psychological processes than to acquaint him with the forms of these processes.

There is growing up a pronounced distinction between two schools of educational psychologists. The one is interested in dealing with the relatively tangible outcomes of learning activities and is satisfied to put all explanations in the form of Professor Thorndike's easy, but quite meaningless, formula of bonds. The other is interested in finding out in detail the steps by which a pupil acquires his mental results. Professor Strong may be described as belonging to the first type. For that school he has rendered the service of getting together a large body of interesting examples, and he has put these examples in a more teachable form than any of the writers of that group who have preceded him.

That the book suffers serious limitations because of the type to which it belongs is the view of the present reviewer who is confident that the most productive type of psychology for teachers is not the statistical, bond variety.

The publishers have done a wretched job in printing the book. It is to be hoped that they will improve the mechanical execution of later editions.

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*Junior high-school English.*—Another book<sup>2</sup> has been added to the rapidly growing series of texts prepared specifically to promote the junior high-school movement. Like others which have preceded it, this book contains a number of devices which show that the new organization of grades is stimulating a good deal of experimenting. The first division is a series of tests which make the pupil aware of the different abilities which must come into play in a successful English course and at the same time give the teacher a means of finding out wherein the pupils are strong or weak.

<sup>1</sup> EDWARD K. STRONG, JR., *Introductory Psychology for Teachers*. Baltimore: Warwick & York, Inc., 1920. Pp. xii+233.

<sup>2</sup> ALFRED M. HITCHCOCK, *Junior English Book*. New York: Henry Holt & Co., 1920. Pp. xii+442.